

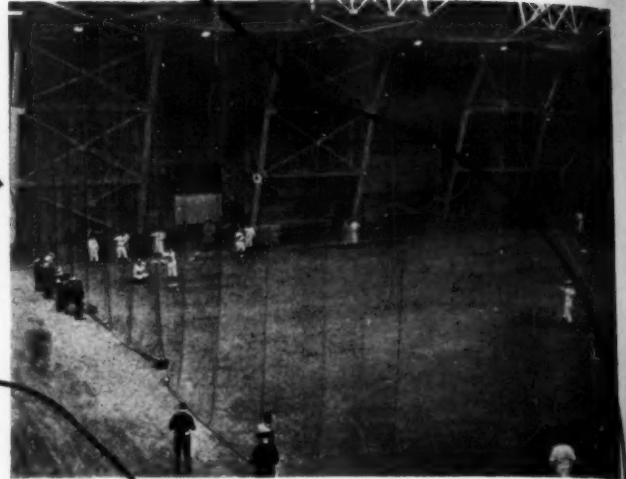
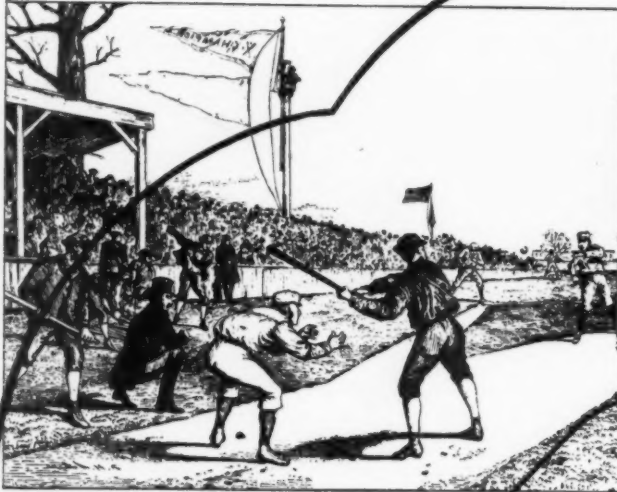
SCHOLASTIC COACH



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OF NET GAMES

No. 8
IN A SERIES

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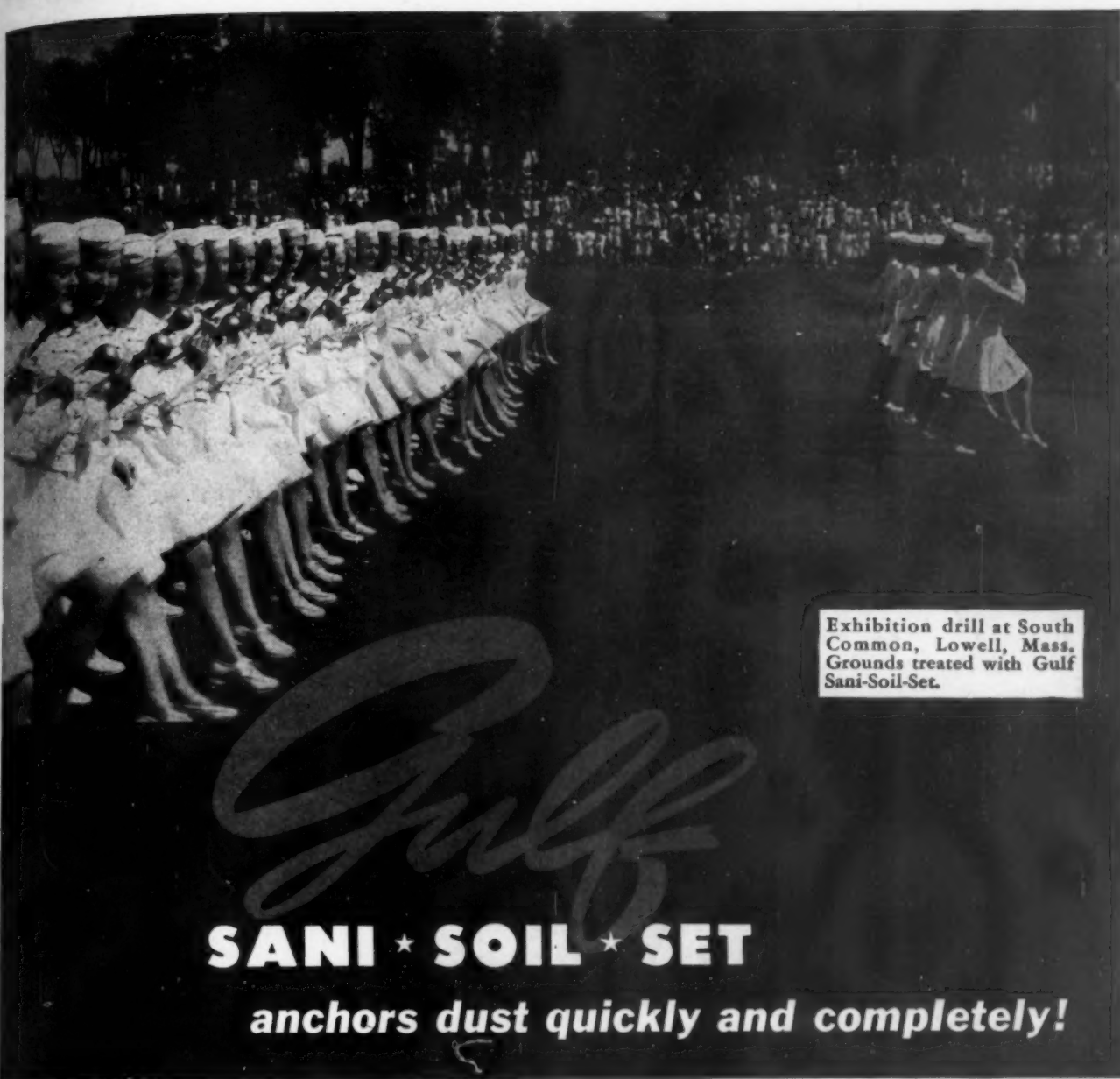
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IN THIS ISSUE VOL. 12, NO. 8

HERE BELOW.....	5
FUNCTIONAL SWIMMING AND WATER SAFETY By Carroll L. Bryant	7
THE QUADROMNIUM MASS COMPETITIVE TRACK PLAN..... By W. Harold O'Connor	9
FIELDING A HOT ONE, TAG-OUT AT PLATE ON THROW FROM RIGHT FIELD (Baseball Pictures)	11
AIDS FOR THE BEGINNING TUMBLER..... By O. R. Barkdoll	13
BASKETBALL RULES FOR 1943-44.....	15
TENNIS STRATEGY..... By John A. Kraft, Jr.	21
COACHES' CORNER..... Conducted by Bill Wood	24
NEW BOOKS.....	30
NATIONAL FEDERATION NEWS.....	32

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The accumulation of dust, dirt and soot, coupled with damaged or faulty wiring, can reduce the efficiency of your lights more than 50%. Regular inspection and servicing of your system not only assure better light, but save electricity for other wartime purposes. Moreover, they will lengthen the life of your sportsfield lighting equipment.

Make arrangements now for a complete check-up of your system. And plan group replacement of lamps that have passed their normal rated life. By maintaining the operating voltage of the system at 10% above the rated lamp voltage, light output can be increased approximately 35%. Loss in light output can be determined by a series of light meter readings.

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FOR the past few months, our school administrators have been wondering how the teen-age youngsters are faring at the induction centers. Only yesterday these boys were high school students; worrying over their lessons, planning their next social, and working on their foul shooting.

The interest of the school men has been both paternal and educational; paternal because they had lived with these boys for four years; educational in the sense that their showing at the induction centers would reflect, however unfairly, on the school physical fitness plant.

So our school men wondered: Are they passing their physicals with flying colors? Are they failing them? How are they stacking up against the older groups?

We can now give you the answer—the boys are doing all right. Roughly, one out of four is being rejected. The exact figure is 25.4 per cent. Perhaps a bit disappointing to the more optimistic of our physical educators. But far superior to that shocking 50 per cent record made in the early days of selective service by what was supposed to have been the cream of our manpower.

The teen-age figures were released the other day by Colonel Leonard G. Rowntree, chief of the medical division of the National Selective Service, at a special press luncheon given by *Scholastic Coach* in New York City.

In elaborating on his statistics, Colonel Rowntree stressed the need for a physically fit youth. He pointed out that the teen-age boys not only represent the finest raw material coming into the armed forces, but that most of our replacements from here on must come from this group.

In what respects are they being found wanting? Colonel Rowntree broke down his 25.4 per cent figure as follows:

Eyes—4.5%	Neurological—1.5%
Mental—2.8%	Syphilis—1%
Muscular—2.3%	Ears—1.5%
Cardio-Vascular—2%	TE—7%
Educational—1.9%	Misc.—3.6%
Hernia—1.6%	

As you can see, eyesight is the most common cause for rejection, superseding dental, which is now listed under miscellaneous. Lest this prove misleading, let it be known that the nation's molars are not improving. It's just that the Army will

Here Below

now treat a boy with bad teeth whereas they'd once turn him down.

Having unburdened himself of his statistics, Colonel Rowntree offered a constructive suggestion in keeping with the best educational thought. He would lower the rejection rate by "pre-habilitation"; that is, he would build up the boys before they reached induction age. In short, he recommends an intensified fitness program for the 16- and 17-year-old high school boys.

Educators, he declared, must take this responsibility or the nation will suffer. The boys they are turning over to the Army are going out to "do or die." They'll "do" if they're properly conditioned. Otherwise they'll "die."

THE plea for intensified physical fitness programs was strongly re-echoed by Colonel Ted Bank, chief of the athletic and recreation branch of the Army, who was the second guest speaker at the *Scholastic Coach* luncheon.

The former University of Idaho football coach bucked hard straight down the middle. "A great many high school and college coaches are faced with the responsibility of a great many American lives," he declared, "because we have done a miserable job with physical education."

"Fifty per cent of the men coming into the Army cannot even chin themselves once or do a single sit-up. The lack of strength, endurance, and agility is appalling."

In the armed services, ordinary tactical training isn't enough to condition the men . . . formal calisthenics are not enough . . . sports are not enough. They must all be synthesized into a rugged conditioning program in the schools.

The Army can do a good conditioning job in six weeks, but "what a saving it would be if it could get the boys already sound of limb and body!" He cited specific instances where entire regiments were held

up from going into operational fronts because small units of the group were unfit for duty.

The Army can do everything but perfect the *agilities* needed for combat service. These can only be developed during the formative years in the grade and high schools.

It is the duty of every athletic administrator and educator to see that the physical

education and sports programs are accelerated accordingly.

Colonel Bank strongly recommends such activities as running, commando exercises, obstacle courses, rope climbing, aquatics, grass drills, and, above all, combative-competitive sports.

THE value of competitive sports was emphasized even more strongly by the third guest speaker, James E. Pixlee, civilian chief of physical training in the Army Air Force.

"Flying a plane doesn't take much energy," Pixlee admitted. "But there's a lot more to flying a plane than just manipulating the instruments. A pilot must have peripheral vision and a high degree of coordination. Both are developed through competitive sports."

"A side-gunner in a bomber must be able to take it for 60 minutes or more. Contact with those high-powered machine guns will knock a weakling out. Competitive sports harden him to the job. Many of the duties of a pilot call for cross-coordinations, which also are learned through sports. A boxer, for example, executes a left lead and a left step at the same time—a fine cross-coordination. In manipulating a plane, the same principle often applies. The more sports skills a boy has, the better are his chances for learning cross-coordinations."

At least half of our casualties are a direct result of extreme fatigue. Two surviving members of a flying crew shot down into the water sadly told their physical training chief that had the other fellows been able to hold on just ten minutes longer they, too, would have been saved.

Like the other speakers, Pixlee recommended a stepped-up physical education program with emphasis on sports. Germany and Japan have already learned that a formal calisthenics program won't do the conditioning trick. They've scrapped their antiquated ideas and gone in for combative activities.



Getting set for service

● A tricky serve. A forehand smash. This lad knows 'em all, coach . . . and there's plenty of reason why. A natural athlete to begin with . . . training under his tennis coach and years of valuable experience in competitive sports have made him a tough man to beat. A good thing for him . . . and for America, too.

It's going to take lots more young men like this lad to smash the roughest competition our country ever had. It's going to take fellows who are strong and alert. Fellows who have learned well the lesson you taught: How to act quickly and smartly under pressure. Whatever branch of the service these kind of fellows are in, they'll be better men because of the patient, com-

petent training of you and brother coaches everywhere. That training will help speed final victory . . . their early return home.

Next year other young men on their way up will be seeking advice and athletic schooling from you. We know they can depend on you to give them the same kind of practical help that has made our troops the world's fightingest.

Now as always, our big job is providing good, dependable "vital zone" protection for you and your athletes. Our wartime model supporters are the best we can possibly make under today's conditions . . . and you can count on Bike to keep them coming your way.



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You're in the Army now—and in plenty of hot water; soldiers practicing the wrist tow (above) and collar carry (below).

FUNCTIONAL SWIMMING AND WATER SAFETY

By Carroll L. Bryant

Carroll L. Bryant, assistant national director of the Life Saving and Water Safety Service of the American Red Cross, outlines the Red Cross' latest Functional Swimming and Water Safety Training Course. Full information concerning this program as well as instructional materials may be obtained from any Red Cross chapter, field representative of the Red Cross Water Safety Service, or Red Cross area office in San Francisco, St. Louis, Alexandria, and New York.

TIME and again this war has proved that *every* man in the armed services should know how to take care of himself in the water under almost any conditions. The ships which transport our soldiers thousands of miles are in constant peril, and the ability to swim and remain afloat may prove crucial at any moment. Furthermore, in this war of rapid movement, it is doubly important to be able to cross rivers in fighting zones with a minimum loss of time.

Yet, according to available reports, some 45 per cent of those entering the services are unable to swim at all, while another 40 to 45 per cent cannot swim well enough to take care of themselves for more than a few minutes.

For 18 months the Water Safety Service of the American Red Cross has been at work with our fighting men, developing aquatic skills necessary to enable them to meet such situations that may confront them.

From this work has come a special training course: Functional Swimming and Water Safety, which incorporates those knacks and tricks of swimming best adapted to military needs.

Because training facilities at Army camps and Navy stations are limited and time is short, relatively few men have profited from this training. These factors and the suggestion of military leaders that this instruction be provided before entering the service has prompted the Red Cross to offer this course to millions of prospective members of Uncle Sam's armed forces this spring and summer.

Operating through local chapters, water safety instructors, and field representatives, the Red Cross hopes to enlist athletic directors and coaches of all senior high schools, colleges, universities, local associations, clubs and industrial groups, and every swimming pool and bathing beach.

Through this cooperative effort it is hoped that all young men in the community facing induction, and all women contemplating enlistment, will be: (1) taught to swim, if unable to do so; (2) taught to swim well; and (3) taught the special Functional Swimming and Water Safety course to fit them to meet today's military needs.

There are four phases of instruction: (1) fundamental aquatic skills; (2) useful variations of these; (3) their application to possible situations; and (4) personal safety, rescue and resuscitation. The course is concluded with simple but comprehensive tests, and if the candidate passes all to the satisfaction of the instructor he may receive a special certificate. These certificates, however, are issued by the Red Cross only through its accredited water safety instructors in active status.

Functional swimming, as developed by the Red Cross, is built on the following basic skills: floating, breast stroke, side stroke, elementary back stroke, submersion and under-water swimming, treading water, jumping, and diving. The usual equipment should be provided including kick boards for leg stroke practice and the Red Cross swimming and diving textbook.

Red Cross experience points to the use of formations for drilling beginners, with individual correction during rest intervals. At least three of the eight fundamental skills should be given during each session and more added as the course progresses. Each period should provide for review work; and the element of competition on the bases of speed, endurance and precision, should be



American Red Cross Photo

As part of their training as service swim instructors, these soldiers have deliberately capsized their boat; now comes the matter of staying afloat with pack on back.

introduced at the very beginning.

So important is floating that, without question, it should be the first skill to be taught. Because it is effortless, it can be used when energy must be conserved. Conceivably, it may make survival possible when helpless because of wounds. Non-floaters should be trained to rest in the floating position with a minimum of movement. As proficiency is gained floating should be practiced for long periods and, if circumstances permit, in open water subject to wind, wave and current.

Any swimming style that recovers the arms above water and is rapid and continuous, is unsuited to military needs. To meet these needs, the individual should be able to swim for hours without exhaustion, remain afloat with little progress, or swim strongly and steadily for a mile or more. For these purposes the breast and side strokes are best adapted. They are effective in choppy water, in swells, currents and surf. They can be used when clothed, or burdened with equipment and when wearing a life belt or other flotation device. The elementary back stroke is the third style to be included.

The breast stroke, being of greatest value, should be taught as the basic style of swimming, with the side and back strokes as change-overs and alternates. If a trainee has a tendency to use a scissors kick in these strokes, no attempt should be made to change his style; this may be natural to him and possibly more effective. Like floating, these swimming strokes should be practiced at every class session, the pupil striving for precision, ease of movement and ability to sustain action. Distances should be increased steadily and water conditions varied

if possible to show the value of these strokes in rough water.

Ability to maneuver under water enables a soldier to avoid floating debris and oil, protects against enemy fire, and may prove of tactical value. It is, therefore, included in the course. Training begins with plain submersion and breath-holding until pupils can stay down for half a minute or more without distress. Submersion and under-water swimming, by settling beneath the surface, and feet-foremost surface diving are next, both being practiced regularly.

This is followed by head-foremost plunging and under-water swimming from a standing position in waist-deep water and then from low elevations. Standing and running dives from low elevations into both shallow and deep water should

be practiced until smooth form has been developed. Trainees should also be able to sustain themselves with ease for a minute or more while treading water.

With these basic skills the trainee should be a good, strong swimmer, more or less at home in the water, and quite versatile. But, as swimming in wartime is neither normal nor average, training must be continued, the second phase of the course being devoted largely to practicing variations of skills as they are demonstrated by the instructor. The aim is to develop proficiency in these variations.

When a ship sinks at sea survivors need but clear the suction of the final plunge, and areas covered with oil or debris. Then, if there are insufficient life boats and rafts, it becomes a matter of staying afloat till rescue arrives. As this may be hours, a minimum of energy must be expended. By using floating skill and basic strokes with little or no forward progress, a survivor can manage for a considerable time. This applies whether clothed or not, with or without life preserver, though in this phase of instruction clothing and life belts are not used. Pupils should swim or float in place for at least 10 continuous minutes.

Also essential is practice in swimming with head high, to avoid unignited oil and debris and to see what lies ahead. Though the breast stroke is most useful, a modified side stroke may be used. In practice the head should be lifted clear of the water, and legs dropped until the body forms a 30- to 40-degree angle to the surface.

Silent swimming may prove of (Continued on page 28)



Official U. S. Navy Photo

Sailors in the soup, swimming and aiding others (by means of the tired swimmer's carry) to reach an objective while fully clothed; they, in turn, will teach others.

THE QUADROMNIUM MASS COMPETITIVE TRACK PLAN

By W. Harold O'Connor

A practical scheme for large-scale meets, with events adapted to the times, competition for all, and no transportation problems

W. Harold O'Connor has coached baseball and track at Burrillville High School in Harrisville, R. I., for 18 years. A steady "Scholastic Coach" contributor, his articles have always been characterized by their practicability and ingenuity. His latest plan for mass track and field competition should be read and weighed by every school athletic administrator in the country.

CONSIDERING the present restrictions on transportation, the average high school athletic administrator may be wondering what to do about his competitive track program. The larger his track squad, the less feasible it is to schedule meets with rival schools, even a comparatively short distance away. Yet present needs call for more competitors and more competition.

As some men in Delaware and Tennessee have done, he might resort to holding meets by phone, by telegraph, or even by mail—with neutral officials handling the meet at each school. True it would demand multiple timing and accurate measurement of distances and marks, but it has worked.

Birth of an idea

It was this idea, along with another, that suggested to the writer a plan suited to our present needs. This plan might be called the "Quadromnium." It is a plan for mass competition among the member schools of any interscholastic league, or for any group of interested schools. It combines standard track events with military track, but does not involve transportation of any teams.

Let us assume we have a school league of several teams who are interested in organizing a "Quadromnium." First, a commissioner or chairman of the affair is selected. He sends a letter to all member schools, worded somewhat as follows:

To: Member Schools of State League

Subject: The Quadromnium

The Quadromnium is a track meet in which every boy in the school will compete, unless he is excused because of physical inability. Our organization has decided upon this mass competition in athletics to stimulate the physical development of every high school boy.

The four events will be: Running High Jump, Standing Broad Jump, 12-lb. Shot Put, 100-yd. Military Track.

The place of competition will be at your own school. Each school will be allowed a three-week training period beginning

and ending On the following Monday, actual competition will be started. This competition will be continued through Friday of the following week, or for as much of that period as may be found necessary.

Not later than all scores must be computed and verified by the principal of the school who shall forward them at once to the chairman. The rules for the competition are enclosed. They must be closely observed.

Here is an opportunity to arouse real school spirit, for every boy in the school is going to help put his school on top. From our system of awarding prizes you will readily see that every school will meet every other school on an equal basis.

Local newspapers will be contacted and will carry stories on the scoring and the progress of the meet.

I hope that I may have the interest and support of every member school in this program of "Track for Victory."

Very truly yours,

All schools planning to enter the competition notify the chairman, who classifies them as A or B schools on the basis of their male enrollment. Schools with over 300 boys are put in Class A; the others in B. The athletic director and track coach of the competing schools see that competent officials, including a school director, measurers and timers, are secured. They also arrange putting circles, jumping standards, pits, a grass course with the proper obstacles and measurements, and master scoring sheets for the four events. Plans are then made for preliminary coaching and training.

The chairman mails each school a set of the necessary scoring sheets. These must later be mailed to him with the principal's signature. The following rules and scoring directions govern the meet:

Rules and regulations

Rule 1—The Quadromnium is open to every member of the League.

Rule 2—Events include: Running high jump, standing broad jump, 12-lb. shot put, 100-yd. military track.

Rule 3—Site: Your own school.

Rule 4—In the high jump, three tries will be permitted at each height. (It is suggested that the bar be started not higher than 3 ft. 6 in.)

Rule 5—In the broad jump, each boy shall be allowed three tries.

Rule 6—The shot put shall be made with a standard 12-lb. shot from a regulation circle. The boy shall be allowed three tries.

Rule 7—The military track shall be a 100-yd. straightaway with the following obstacles: a 2½-ft. hurdle 10 yds. from start; a 3½-ft. hurdle 20 yds. from start; three frames 2-ft. high and 3-ft. long, placed 1½ yds. apart, which must be zigzagged through, 30 yds. from start; a 6-ft. board wall 50 yds. from start; a 2½-ft. hurdle 60 yds. from start; a rope not more than 2 ft. above ground, which must be gone under, 70 yds. from start; sprint to finish.

Rule 8—All events shall be completed by (day) at 6 P. M.

Rule 9—Completed records must be certified by principal of school.

Rule 10—Every regularly enrolled student must compete unless excused by physician.

Scoring system

The championship of each class is determined with this scoring system:

Best average each event.....	5 pts.
2nd best average.....	3 pts.
3rd best average.....	2 pts.
4th best average.....	1 pt.
Highest total scored by best	
20 boys	3 pts.
2nd highest total by 20.....	2 pts.
3rd highest total by 20.....	1 pt.
Best record in each event.....	3 pts.
2nd best record.....	2 pts.
3rd best record.....	1 pt.

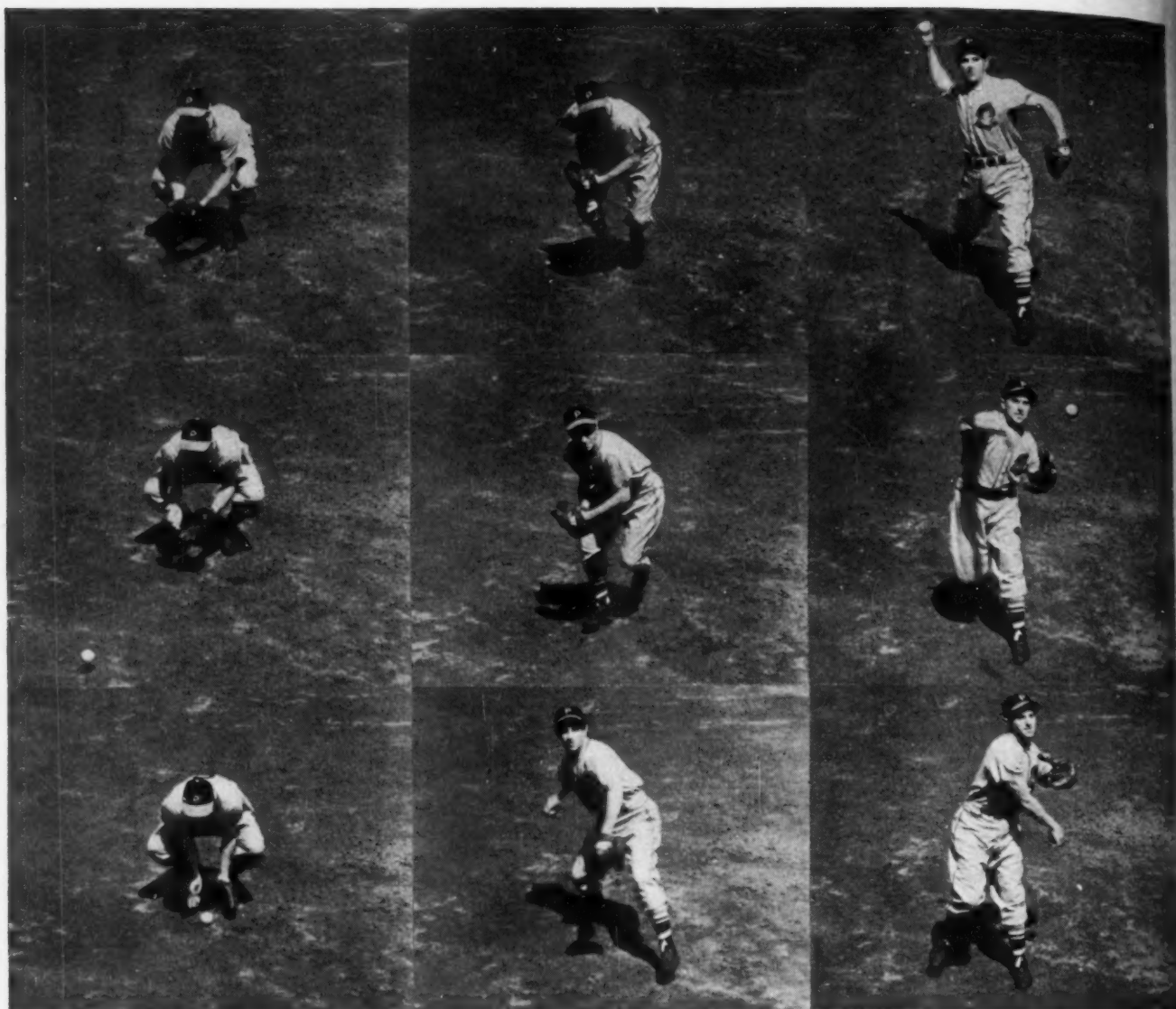
Prizes are awarded to the schools winning the championships. In addition, individual awards are presented to the boys in each school making the best record in each event.

A special award also goes to the boy in each school, not a letter winner in any sport, who has the best record in the four events. However, no points are awarded to the school on this basis.

A study of this scoring system shows that the presence of one star athlete is not sufficient to insure a school championship. The system definitely encourages mass performance. As an added incentive, boys who have never won letters in any sport have a chance for special awards.

The three weeks of preliminary training serves several useful purposes. First, it permits coaches and finished performers to give basic instruction in each event. Secondly, it

(Concluded on page 26)



▲ FIELDING A HOT ONE

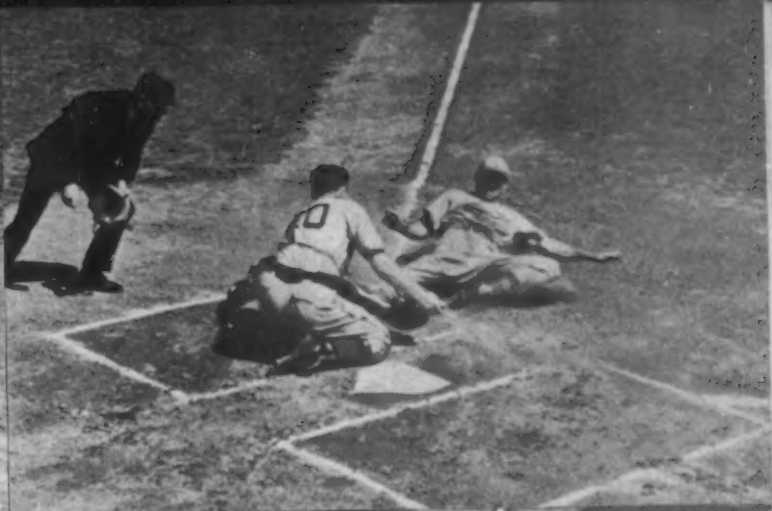
FROM Ethan Allen's magnificently illustrated text, *Winning Baseball* (McGraw Hill, \$1.50), come these fine technical action pictures. Above is shown Lee Handley, ex-Cincinnati third baseman, blocking a hard grounder. He keeps his legs close together as he stoops, fields the ball, then hops forward on his right foot for the throw to first. The hop would probably have been eliminated had he been pressed for time. As executed here, it brings him into good throwing position. He tosses to first with an overhand motion and follows through in the direction of his throw. Some men drop to a knee to block a ball.

CATCHERS may straddle the plate for a tag or, as shown here, stand to one side, encouraging the runner to hook slide to the open side of the plate and thereby permitting the catcher to make the tag without fear of injury. Ray Mueller is using this tactic to tag out the fleet Pepper Martin on a throw from right field. He stands in foul territory on the left-field side of the plate. Had the throw been made from left field, Mueller would have made his play from fair territory on the right-field side of the plate. Because Martin starts to slide before the ball is caught, Mueller is easily able to block him for the put-out.

● TAG-OUT AT PLATE ON THROW FROM RIGHT FIELD ►

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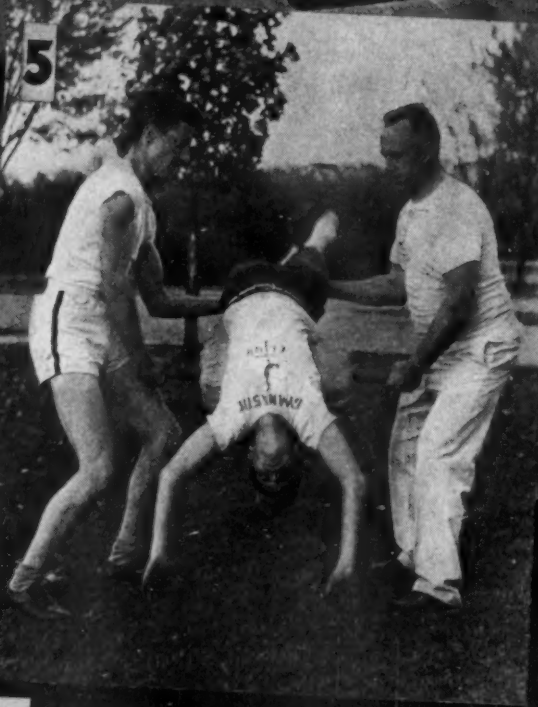
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AIDS FOR THE BEGINNING TUMBLER

By O. R. Barkdoll

This is the second of two articles on teaching tumbling with home-made aids, by O. R. Barkdoll, athletic director of Downers Grove, Ill., Community High School.

The cartwheel

CARTWHEELS are taught in every tumbling program. But seldom successfully. The reason for this is twofold: Lack of control of the leg and trunk muscles and lack of sufficient strength to do a momentary one-hand handstand.

Practice in the "giant wheel" (Picture No. 1) will smooth out the action. A steel wheel costs about \$60. But one can be made for approximately \$10. For the rim, build up laminated arcs of two thicknesses of three-fourths inch plywood. This will make each rim one and a half inches thick. Arcs five inches wide are strong enough to hold two boys in the wheel at the same time.

The diameter of the wheel should be such as to allow the average boy to reach the hand grips easily. The taller boy can flex his arms; the shorter boys can be taken care of with longer hand grips.

When the boy can roll in the wheel without buckling on the foot straps, he is well on the road to mastering a good cartwheel. The boy may then progress to the safety belt (No. 2). A line may be drawn on the floor to aid him in following a straight path. Assign two assistants to the ropes of the safety belt. These boys should be taller than the cartwheeler.

By counting "one - two - three - four," the assistants may aid in the development of a rhythmic body turn. The spot on the floor for each hand and foot placement should be marked to avoid jerky movements in the wheel. The greatest difficulty arises as the second foot comes down on the count of "four." Instruct the boy to make this step as long as the one between "two" and "three." Cartwheels in both directions should be mastered.

Tinsica

Tinsica practice should be taken up next as the tinsica is merely a cartwheel with a half twist forward. The back must be arched and a vigorous push made with the "two" hand in order to come to a standing position facing directly forward. This sort of push is necessary with

both hands in the front handspring—the exercise that follows.

Impress the boys with the fact that if they will take the time and put forth the effort to learn cartwheels in both directions and tinsicas from either hand, they will pick up the handspring with ease.

The ideal apparatus to use in teaching the front handspring is the aforementioned "giant wheel." The exercise in the wheel should be done with the rider facing the direction of the roll. Thus, in slow motion, he realizes the part his arms must play in completing the spring. The handspring, executed in the shallow end of a swimming pool, is the best possible slow-motion practice.

The "torture rack" (No. 3), an old auto cushion with handles at each end for two assistants, follows the giant wheel. Have the student place his hands on the mat one foot from this cushion, and kick his feet over. Just as his feet pass beyond the vertical inverted position, the assistants should lift his shoulders with the cushion. The boy lands on his feet.

Aid for height

The next aid consists of two auto cushions bound together alternately (No. 4). This provides a flat surface and aids in securing additional height. Have the boy take off with his hands and head from the center of the cushion. The recoil of the springs will boost him to his feet.

The tumbling belt, fastened high under the arms, may next be used; then the "rolling pin" (No. 5). To make this latter gadget, use two five-quart oil cans. Cut out both ends, nail a one-inch wooden disc in each, insert a two-inch pole through the discs for handles, and upholster with rug padding. The pin is light and easy to handle, yet so large that no body parts will be bruised.

After some trampoline work, have the boys take off with the hands from the springboard and land on cushions or a canvas bag filled with straw. The exercise may then be practiced on the landing net (No. 6), and then on rolled mats on the floor.

When the exercise is first attempted on the mats without any crutches, success is seldom attained. Therefore have the boys try it several times with two partners help-

ing out. They should kneel on the edge of the mats at the point where the boy will place his hands. As he attempts to push up, both helpers lift on the back of his neck; success is enjoyed immediately.

Back handspring

This exercise can be practiced in slow motion over the "barrel" (No. 7), which consists of two 30-inch wooden discs fastened together 15 inches apart, with a strip of canvas for the tread. With this prop, the tumbler can pick up the arch and the push from the toes. He has plenty of time to educate his eyes and spot the point on the mats for his hands. If he finds this spot and keeps his arms straight, his feet will take care of themselves. These important fundamentals may be learned at any rate of speed and without assistance.

Follow this exercise with the "torture rack." The boy extends his hands over head, with fingers well spread and thumbs pointing towards each other. He arches his back and, just when he is about to lose his balance, the assistants meet him in the small of the back with the "rack," tilt him over until he places his hands on the mat; then, when his elbows are rigid, snap his legs over.

The next step is the "shoulder-throw" back handspring, with the thrower underneath. If the thrower will raise himself and hold the shoulders of the upper boy until the latter's hands touch the mat, he will help the learner quickly gain confidence.

The "harness" pulleys on beam, with one assistant holding the ropes, should next be used to help the boy master the starting stance—"sitting on the chair that isn't there."

Next have two helpers hold the "belt." For beginners a pair of overalls with "D" strings fastened below the pockets (No. 8), give quicker results than the regular tumbling belt, as the assistants lift the performer's body below the center of gravity. This tips the body over backwards on the lift.

The regular belt fastens around the waist, and the beginner must be tipped over backwards by the assistants lifting on the backs of the thighs as well as on the belt. These

(Concluded on page 18)

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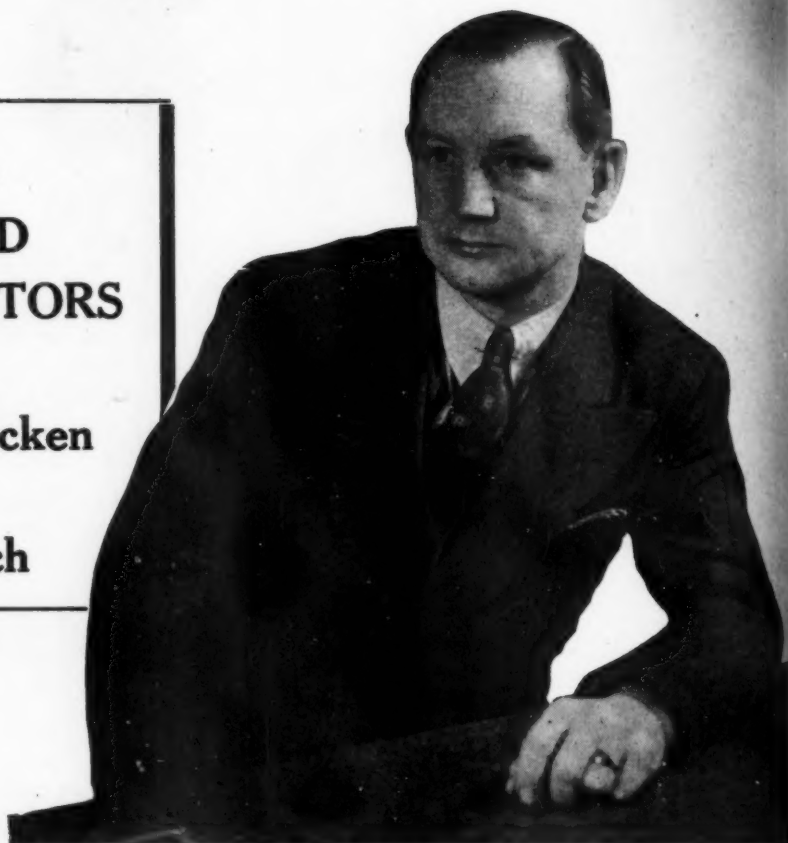
A Suggestion for Ordering Your Athletic Equipment

A Message to
COACHES AND
ATHLETIC DIRECTORS

by

G. Herbert McCracken

Publisher of
Scholastic Coach



ORDERING early has always been a sound policy; a means of assuring quick delivery and serviceable equipment. In times such as these, however, it is not only a sound but a vital measure.

Sporting goods manufacturers are not only beset by the task of equipping our armed forces in the face of curtailed supplies of raw materials and severe labor shortage, but most of them also have converted a large portion of their production to defense contracts.

This complicates the school and college equipment problem. But it does not mean there is an acute shortage. Considering the athletic goods on the shelves and the materials that are on hand, there is reason to believe that enough equipment is available for the normal requirements of the schools.

The manufacturer, however, must be given a

chance to arrange his production schedule and to check his available supplies. You can help here by ordering early.

You can cooperate further by staying away from special trims and color striping, which require detailed attention and additional work. Ordering plain, solid colors and standard models enables the manufacturer to supply more equipment to more teams.

Summing up, then, to forestall any equipment shortage: (1) Order well in advance of your need; (2) Avoid fancy trims; (3) Order standard models; (4) Keep your present equipment clean and in good repair—reconditioning helps here; (5) Accept substitutes cheerfully.

G. Herbert McCracken




Rawlings

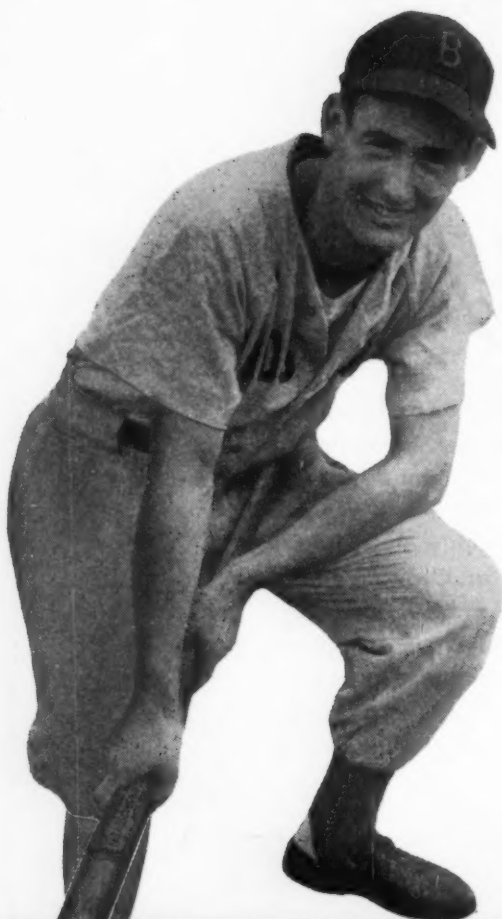
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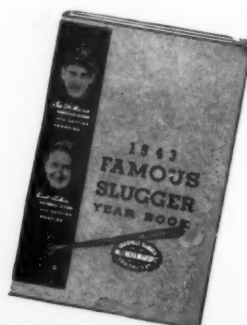
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Tumbling Aids

(Continued from page 13)

belts cost a lot of money. But nearly every member of your tumbling team can contribute an old pair of overalls on which rings may be sewed for a quarter.

A back splice in the rope makes a loop for the forearms; despite the fact only a short piece of rope is necessary, it cannot slip out of the hand. The other hand is thus free to lift on the back of the performer's thigh.

A few boosts from the "rolling pin" comprise the next exercise. If the boy comes over correctly, he lands of his own accord; he is not held back as is frequently the case when in the safety belt.

A fairly flat landing surface may be made with auto cushions. The cushions may be tied in pairs; five such pairs underneath a ten-foot mat, make an upholstered area on which the boy may try an unassisted back handspring. The cushions push his feet up and over on the jump, and also make a soft surface to land upon, alleviating the danger of sprained fingers and bruised heads.

For a quick snap, the boy may take off from the springboard and alight on the cushions. He is now ready for a long series in the trampoline.

Back somersault

For the back somersault, use the giant wheel, only roll backward instead of forward as in the front somersault. When about one-fourth of the way around, practice snapping the head back quickly, then look for the mark on the floor.

Employ the harness next. Jump high; at peak, snap head back, jerk knees to chest, swing ankles up with hands; look over head for a place to land and extend legs; land on toes and flex ankles, knees, and thighs to absorb the shock.

Now proceed to the springboard but stay in harness for protection. Following this, use the safety belt held by two assistants; then employ a pitch, which is a back somersault with an assistant kneeling, then standing.

The proceeding sequence consists of: springboard to cushions, cushions alone, landing net, trampoline, springboard on platform into trampoline. For the running forward back somersault, lay the net on the floor the same as for the front somersault.

Doubles stunts are fun—but only after the fundamentals are mastered.

BASKETBALL RULES FOR 1943-44

NO ACTUAL changes in the basketball rules for next season were made by the executive committee of the national rules-making body, which met this year in place of the entire committee because of transportation problems. The committee confined itself to a few clarifications of certain inconsistencies in the code.

Among these were the sections dealing with double fouls, multiple fouls and multiple throws. A simple method of handling these infrequent situations will be provided through a specific definition of "multiple foul." All three will be brought into harmony by specifying that one free throw shall be awarded for each of these fouls. This is not a change in procedure, but a definite authorization for what has been considered good practice.

Irregularity or duplication in the sections covering "dead" balls will be eliminated through slight rewording of these sections.

In response to many requests for a definitely stated committee policy as to use of various backboards, the committee voted to promote ultimate uniformity and to provide a guide for schools and organizations by inserting a note after Rule 1, Sec. 7, to wit: "When high school courts are being equipped, the small fan-shaped board should be used."

Experimentation

The committee also authorized the following program of experimentation for next season, in which basketball men all over the nation will be encouraged to assist.

1. Remove the limitation on the number of times a player may re-enter.
2. Modify the three-second rule so that it applies only to the player who is in possession, or remove it entirely.
3. Liberalize the personal foul rule so that five personals are permitted, or so that any foul which occurs during a dead ball will be treated as a technical foul for unsportsmanlike conduct.
4. Prescribe that a field goal be awarded when a player touches a try for goal above the level of the basket after the ball has started its downward arc. An alternative suggestion is that no player be permitted to touch the ball on a try above the basketball level within a cylinder having approximately a three-foot diameter.
5. Provide one or more free throws for use of illegal numbers.
6. Grant the official the right to stop play at any reasonable time when a player appears badly injured, regardless of which team is in possession.
7. Prescribe that no free throws shall be awarded when there is a double foul but charge the fouls and re-

sume play by a jump at the spot of the double foul or in one of the restraining circles.

8. Determine the proper length of the net and fix a maximum length.

9. Provide that when the ball is thrown in from out of bounds, it is "in play" when it touches a player in the court rather than when it crosses the plane of the boundary line.

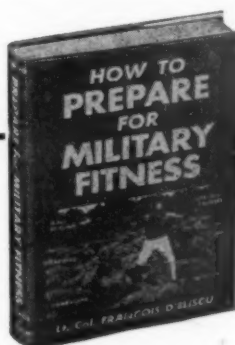
10. Permit teams to sit on the team bench during any time-out or intermission.

11. Devise a simple set of officials' hand signals so that a minimum num-

ber of them can be designated as official. School men indicate a preference for signals which may be given with one hand so that the other hand is free for handling the ball or for balance when the official is in rapid motion.

The fourth course of experimentation is definitely designed to take away an especially tall player's defense advantage under the basket. As the rules stand now, a big fellow can jump up and deflect sure baskets, providing he doesn't touch the net, the hoop, or push his hand into the imaginary cylinder which extends upward from the ring.

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TENNIS STRATEGY

By John Kraft, Jr.

John A. Kraft, Jr., a frequent contributor to "Scholastic Coach," captained the Christian Brothers College tennis team in his undergraduate days and, in 1939, coached the Junior Davis Cuppers. He has written two books on the net game and at present is tennis instructor at the Memphis Country Club.

THERE are two phases to tennis strategy: (1) The employment of your own strokes to best advantage, and (2) the analysis and exploitation of your opponent's weakness.

The first requires a wise selection of the right shot for each situation, while the second calls for the utilization of the most effective measures against your opponent's shortcomings.

I devote the first four games in a match to an analysis of my adversary. Even if I have had the advantage of seeing him in action previous to our meeting, this is still a good policy because an ailing backhand or a weak service may have developed into a powerful weapon in the interim.

This does not mean throwing away the first four games. I use this period to devise a plan of attack and to note, if I can, any of my foe's strokes that are not working as well as others. I make

an effort to generalize my plan; that is, to employ a sufficiently wide range of strategy that will make it difficult for the adversary to anticipate my tactics.

He is permitted to bring the attack to me in the first four games. He may select the net position—try out the effects of his chop to my backhand or bring into full play the pace of his ground strokes.

At the end of four games I have a pretty clear idea of my opponent at his best: The positions he prefers to play and the strokes he would like to use throughout the match.

Now, if I have won two of the first four games, I continue to play him from the area he selects. If he can be turned back with the tactics he has chosen, it may constitute a definite blow to his confidence.

Actually, he may lose the first set in trying to put the proper touch to his net strokes or base-line drives. But if he drops set number one under such conditions, he'll very often make the mistake of starting the second set with an entirely revised plan. His second offensive is seldom adapted as well to his individual stroke equipment and thus is more likely to fail.

If I am on the short end of a three-to-one or four-games-to-love count, I try to take over the offensive. This is not as difficult as might be imagined, because I have already determined the section of the court he prefers to play. More important still, I have seen the type of return he likes to hit.

Let's assume he favors a net attack. It follows that he will attempt to move into the forecourt at every opportunity. I minimize these occasions by driving with depth to both sides of the court. This should discourage his advances and keep him behind the baseline.

If he likes the net, he is not going to wait patiently for a chance to move forward in the court. Should he reach the net, a deep lob sends him into rapid retreat.

If he attempts to take my drives on the rise in an effort to follow an early return to the forecourt, I vary

the spin of my ground strokes, hitting the ball with a fast, flat drive, slow chop, and then excessive topspin. His timing, which is so essential in taking the ball on the rise, is thus made particularly difficult.

If your opponent is a hard driving baseliner, there are other ways of forcing him from his chosen position. I begin with the drop shot. This is executed with the same backswing as the forehand or backhand drive. The face of the racket is brought toward the ball with a constrained forward motion—imparting just enough speed to carry the ball across the net cord. The top bevel of the racket head recedes slightly, as in the chop drive, but unlike the chop, the follow through is almost negligible.

The baseliner is forced to abandon his position and move into the forecourt. I then try to keep my returns close to the net cord and force him to volley up where I will be provided with an opportunity to pass him down the side lines. Occasional chops to his forehand and backhand harass his ground strokes and augment the possibilities of error.

With rare exceptions, the all-court player presents the greatest problem. Court strategy is not as effective against this type of performer, and I try to select some peculiarity of stroke production to offset his advantages.

I study his backswing first. If it is low and the arch is very full, he will find it difficult to be at his best against forcing tactics. I then attempt to hurry his strokes, placing my returns close to his feet.

I also try to determine whether he is in condition to play a running game. (Concluded on page 31)



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You may offer your students this valuable training through Scholastic Intramural Rifle tournaments. Competition is wholly within the school under the supervision of a qualified instructor.

On the right is a reproduction of the attractive award for the boy and girl winners of your intramural rifle tournaments. The award is a brassard three and a quarter inches in diameter whose design and lettering are embroidered in silk on a heavy felt base. The colors are red, gold, and dark blue. The awards, as well as the drawcharts, tournament instructions and other helpful materials, are furnished free by Scholastic Publications (see coupon on facing page).

APPROVED by the NATIONAL RIFLE ASSOCIATION



E TOURNAMENTS

REGULATIONS

If your school has a rifle club, fill in the coupon below. The awards, drawchart and tournament instructions will be mailed to you before the date of your tournament.

If you wish to have a tournament but do not have a qualified instructor on your faculty, fill in the name of the man who would like to become qualified. He will receive the training course outline and study manual, and other necessary materials for becoming a certified instructor. If he has had any shooting experience, it would be well to include this in a letter.

There may be a qualified instructor in your community who is not a member of your school faculty. If you would be interested in having such a person supervise your tournament, indicate this in the coupon and the National Rifle Association will check to see if one is available in your community.

The awards, tournament drawcharts, and other materials will be sent to your school as soon as we are notified that a qualified instructor is available to supervise your students' rifle instruction and tournament.

If the number of students qualifying for your tournament is so large that you wish to run your tournament in sections, indicate this in the coupon and we will send awards for the winner of each section.

Details on how to obtain .22-calibre rifles and ammunition may be secured by checking the respective coupon listing.



SCHOLASTIC INTRAMURAL RIFLE TOURNAMENTS

220 E. 42 St., New York, N. Y.

Please enroll my school and send the awards, drawchart and tournament instructions. We will have a boys' tournament _____; girls' tournament _____ starting date _____

My name _____ Faculty Position _____ I am a qualified

N.R.A. instructor _____ (check). I wish to become a qualified instructor. Please send me the training course outline and study manual _____ (check). I would appreciate help from the National Rifle Association in finding a properly qualified instructor in my community _____ (check).

Send information on how rifles and ammunition may be obtained _____

Name of School _____ City _____ State _____

Enrollment of School: Boys _____ Girls _____

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RUTHERFORD, N. J.

Coaches' Corner

If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

In Otto Eisenschiml's wonderful new book, *Without Fame*, a veteran ball player recalls "an overtime game I was once in out in one of the western bush leagues. They had a pitcher in there I could not hit at all, and when I came up to bat in the eleventh inning, with the score nothing to nothing, I decided to bat lefthanded. I couldn't do worse than I had done before. So when the pitcher starts to throw the ball in, I close my eyes and swing. Bang, goes the ball over the fence for a home-run.

"I got so excited, I forgot I was standing the wrong way, and started to run to third instead of first. The crowd yelled like crazy, but I thought they were just cheering me on, and I went all the way around, third, second, first and home, and when I crossed the plate, the umpire said the score was now nothing to minus one and that I had lost the game by hitting a home run."

For 19 years Roy Melvin held forth as athletic director at Hurley, Wis. Finally, in appreciation of his extraordinary services, the community erected a beautiful new gym. Then came an offer from Ashland that was so good he couldn't turn it down.

Leave it to Yank ingenuity. U. S. troops in French Morocco are playing baseball without bats, football without footballs and basketball—you guessed it—without basketballs. Little or no athletic equipment could be carried with the task force there so troops used pick-ax handles for bats, G.I. canteens for a pigskin (they say it handicaps punting) and a pair of coveralls rolled up do as a basketball. Empty ration boxes nailed to trees are used as baskets.

It's in the record books: Back in 1898 the University of Southern California was defeated by a Los Angeles High School football team, 6 to 0.

Golfer's worry, as cartoonist Scott Brown sees it while watching his tee shot trickle into the cup for a hole-in-one: "I hope that ball didn't get scratched on the edge of the cup when it went in."

The football season is gone again, but out in Anamosa, Iowa, the fans

haven't yet forgotten that Juke Hohn completed 77 of the first 84 passes he tossed. Our statistical department breaks down at this point. Maybe some loyal son of Anamosa could bring us up to date.

Murmur from a reactionary: We went down a six inch column of basketball results one weekend without finding a single team, winner or loser, that scored fewer than 30 points. Many of the scores were up in the 60's and 70's, while one tight game ended, 84-86.

After watching a number of games in which over a hundred points were scored, we went away disturbed. Much of the helter-skelter action and wild slinging of the ball at the basket from any position didn't represent clever basketball and wasn't interesting to watch in our humble judgment, which we offer here free of charge since nobody has asked us for it. After the first ten or fifteen baskets had been tossed in by each side, the fans, we noticed, began to lose interest and sit back in their seats. It was like seeing a team bat around a couple of times with each player connecting for a home run every time he came to the plate.

There was no matching of wits between a clever forward and an equally clever guard. There was little finesse in ballhandling or in footwork. The team with the fastest racehorses made a few more points in the long run, but no one seemed to care very much. It is our contention that speed is not the sum measure of basketball; it is only one of the parts. A spectator might enjoy one such game, but we wonder if he would come back for very many more. The spectacle isn't satisfying enough.

We are indebted to the Chicago Sun for Coach Jimmy Conzelman's explanation of his Chicago Cardinals last fall: "The players last year were from small towns and just terribly impressed by the great stars they played against. When we'd go on the field before a game, they didn't have time to warm up—they were too busy getting autographs from the players on the other teams. That one boy I've got, Popovich, who can't even laugh in English, did all right down in New York. He traded two Sid Luckman autographs for one Sammy Baugh and five Harold Ickes."

In our various roundups of the bowl games we thought we had included

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every known variety, yet the "Flower Bowl" escaped us. It brings together each year the nation's top-ranking Negro teams. This time it was Southern University, of Baton Rouge, and North Carolina A & M, of Greensboro.

In the "Lily Bowl", Bermuda's contribution, an Army team defeated a Navy outfit 19-18 before 7,000 spectators, the largest football crowd ever assembled in the island's history.

We can't overlook Savanna, Ill., in our record book. For the second straight year Coach Adolf Stefani piloted his team against tough competition without a defeat or a tie.

How the wind blew in Michigan: "We were holding a practice game in a terrific wind, and as usual had lying on the edge of the field the big canvas bag in which we carried the helmets. As my quarterback started an end run, the bag was whipped off the ground and onto the field where it caught the ball-carrier neatly around both feet and sent him crashing to the ground for the first tackle I ever saw made by a helmet bag." Coach Henry Lemoin, Otsego, Mich.

War-bond auctions between periods of athletic contests are attracting the attention they deserve. At the Monmouth-Knox game last fall the stunt brought in \$7,850 worth of bonds, with the game football going as a trophy to the well-known magician, Nicola, for a \$1,200 bid. It all helps the good cause along.

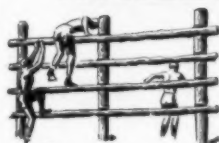
If nobody wants to agree with us that too many points can be scored in basketball, maybe we can get some support for the notion that too many fouls can be called. There were 55 registered in the game between the Oshkosh All-Stars and the Chicago Studebakers, which the former team won, 51-41.

Illinois Wesleyan University was locked in a rip-snorting struggle with the Carbondale Teachers, but few persons stayed to see them lose 51-48. There were other attractions on the campus: the main college building was on fire. Fire-wagon basketball can't compete against that sort of opposition.

Somebody ought to do something sometime about allowing top-notch sports writers to leave the profession. Sometimes we think they would be more effective if they stayed within the narrower field of which they are masters. Westbrook Pegler, Eddie Brietz, Paul Gallico, and now John Kieran. They are doing all right and are certainly deserving of the best in the way of opportunities, but the sports writing fraternity and the sports reading public have truly been the losers.

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Mass Competitive Track Plan

(Continued from page 9)

allows for a reasonable amount of conditioning, especially for the military track efforts. Furthermore, it allows the coaches a chance to introduce such exercises as push-ups, chinning the bar, running in place, arm driving, wind sprints, all of which are encouraged in the Victory Corps training program.

Finally it serves as a means of stimulating inter-class rivalry. By setting up class competition within the school, the coach can create enough rivalry to warrant spectator interest. Thus the events can be motivated to combine intramural with league competition.

The opening day of the Quadromnium is widely publicized through the medium of posters, school newspapers, and local news columns. At a school assembly, the principal, athletic director, track coach, and officers of various classes speak on the affair.

Report sheet

The chairman of the meet sends each school a special report sheet to be filled out, certified by the principal, and returned to the chairman.

Report Sheet of High School on the Quadromnium

Number of boys enrolled

Number of boys competing

Number of boys excused

The High Jump

Average high jump for school
(ft. in.)

Total high jump of best 20

Best individual record was
by

2nd best individual record was
by

3rd best individual record was
by

The Broad Jump

(Same as above)

The Shot Put

(Same as above)

100-Yd. Military Track

(Same as above with time carried to 3 decimal points.)

The following information is desired, but the marks shall not count in the school scoring.

Best record in high jump made by non-letter winner was
by

Best record in broad jump made by non-letter winner was
by

Best record in shot put made by non-letter winner was
by

Best record in 100 yd. military track by non-letter winner was
by

Best record in all four events by any boy was made by
His marks were as follows:

High Jump

Broad Jump

Shot Put

Military Track

I hereby certify that the above records are correct for
High School.

....., Principal

Newspaper cooperation in such an enterprise is fairly easy to obtain since all this is newsworthy and in line with the best educational and military thinking. Early reports can be publicized and, as later reports come in, progress in the various events may be charted and credit given to outstanding individuals.

The top 20 boys of each school in each event might be listed with their respective records. A spread could be made of the schools with the largest number of competitors. Inter-class competition might be played up as the meet develops. Once the final scoring has been completed, sports pages can use a good story and pictures of the winners.

Several years ago a plan of this type was tried out in the Rhode Island Interscholastic Conference. The schoolboy sports commissioner succeeded in interesting fourteen schools. In a recent talk with him, I learned that the plan proved very successful. About 1,400 boys participated. Schoolboy authorities are even now considering the adoption of league competition of this type.

Strong points

The Quadromnium has several strong points in its favor. It includes types of sport helpful in developing the upper body as well as the legs. It stresses coordination as well as speed. It is a plan of intramural athletics extended to provide league competition for all. It is a flexible plan. It might be enlarged to include an endurance test for all by the addition of a distance run against time over a measured course.

The Quadromnium is as easily adapted to the fall program as to the spring. Indeed, it might well be tried in both spring and fall with a view of measuring the students' progress.

"HE'S OUT!"
— IN MORE WAYS THAN ONE!



These early season games are tough on your squad. Right now, when your players are still soft, you're apt to be faced with a whole crop of injuries. Charley horse, sprained ankles, "glass" arm — wrenched muscles.

For all these early season injuries Antiphlogistine is a tried and proven first aid — a ready-to-use medicated poultice. Employed by crack trainers — the country over — because it is specially qualified to

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Swimming and Water Safety Program

(Continued from page 8)

material tactical value, especially at night. Here again the breast stroke is best. The points to emphasize are breathing through the mouth, keeping the body low in the water, slow and careful stroking movements, and leg strokes at least 18 inches under water. At no time should the hands or feet break the surface.

Contrariwise, a splash recovery is equally necessary in order to swim through burning oil or gasoline. Using the breast stroke, the hands, in the recovery portion of the stroke, push a fan of water not only forward but sideward. The splashing water acts to extinguish flames and open a pathway to flame-free areas beyond.

With a splash

Students must learn to splash fans of water with a minimum expenditure of energy. Under no practice conditions should they actually swim through ignited gas on the surface of training areas. This involves great risk, due to the danger of inhaling flame, while a miscalculation of distance, a missed splash, an unexpected gasp or cough, might easily cost a life.

Because of possible wound or injury and the occasional need of carrying equipment above the surface or of towing a companion to shore, trainees must learn to swim with only one arm. The side stroke with a shallow arm pull can be alternated with swimming on the back with the legs only, and both should be practiced.

Plunge diving, which enables a swimmer to cover considerable distances with no effort, is useful for sliding beneath oil and debris and, therefore, is included. Good form should be developed, the slide being extended as far as possible without stroking. Take-off heights and distances should be gradually increased.

Jumping feet foremost is equally important. The higher the jump, the more difficult it is to land feet foremost. Leaping from high-sided ships may prove necessary, and to make such jumps with confidence experience is needed. Start just above water level and continue from intermediate elevations up to a height of 16 to 20 feet. Low and high diving boards make good intermediate points for this practice.

At this point candidates are equipped with all the skills needed

to take care of themselves or of companions in distress. It now becomes necessary to simulate conditions and situations that may be encountered during their military careers. Every effort should be made to train the candidates in reasonably heavy waves, surf, currents, and under other conditions as a means of increasing both confidence and ability.

Practice in diving and swimming while fully clothed, and in carrying or towing certain types of equipment and arms are of principal concern. Equipment consists of trousers, shirt or coat, shoes, helmets or hats, field packs or equipment, and rifles or dummy guns. Insofar as the pre-induction course is concerned, regular clothing should be used, while packs and equipment must be improvised.

Initially this work consists of swimming, treading water and floating in trousers and shirt or coat. After the swimmer is adjusted to this new condition and is swimming effectively and easily he should also wear shoes. Starting in water of standing depth, gradual increases are made in depth, length of swimming and floating time, and distances swum.

Though a soldier's field pack may weigh up to 50 pounds, most of its contents are buoyant, so that it weighs nothing when first immersed. Properly packed it will remain afloat for from 20 to 30 minutes. For purposes of this course substitute materials that will not be damaged by water should be used. These, however, should be similar to a regular pack. Practice consists of having the trainee swim fully clothed with a gradually increasing weight of dummy pack and equipment.

A man without a weapon

Because a fighting man without weapons is relatively valueless, in crossing a stream the rifle should be carried above the surface of the water if at all possible. This is accomplished by swimming on the side, using the side arm pull while holding the rifle above the water with the other arm. Dummy rifles should be improvised of wood or iron pipe when practicing this feat.

Drill should also be given in swimming under water fully clothed to overcome the handicap clothing imposes; in swimming float-sup-

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ported supplies either by towing or pushing; and, further, in jumping from heights when fully clothed. If possible life belts should be used to simulate conditions when abandoning a sinking ship.

It should be noted that when leaping from heights in a life belt or jacket the impact may be so great as to tear straps loose and force belts up around the neck and head. In the case of cork belts the up-thrust may dislocate the shoulder or deliver a knock-out blow on the chin. Thus, when using a life belt or jacket, the arms must be crossed firmly and the belt securely clasped to the body.

Having mastered these phases of instruction, the class takes up the subject of personal safety, rescue and resuscitation. Trainees should be taught and should practice established methods of relieving leg cramps and disrobing in deep water. They should also be introduced to "shirt-tail" life saving. Demonstrations and practice in using pillow slips, duffle bags, trousers and other improvised life buoys must be conducted.

Three rescue methods

For various reasons the Red Cross believes only three rescue methods should be taught: the "tired-swimmer" carry, tow by one wrist, and the collar carry. No approaches or releases are taught, but trainees must be urged to use care in making contact for the second and third rescue methods. Each trainee also must practice prone pressure resuscitation until well versed in its technique.

As a finale to the course come the skill tests. Trainees must pass these to the satisfaction of the instructor in order to receive the Red Cross certificate awarded for the course. Though simple, these tests are comprehensive:

1. Swim 200 yards continuously, fully clothed, using the breast or side stroke.
2. Swim, float, and tread water in a restricted area fully clothed, for ten minutes continuously.
3. Swim fully clothed, 50 yards continuously, using the elementary back stroke.
4. Plunge and swim under water fully clothed for a distance of 45 feet.
5. Disrobe in deep water from shoes, trousers, and shirt or coat; inflate and make V-float of trousers and remain afloat supported by them for five minutes. Women will disrobe in deep water from shoes, skirt and blouse or coat and remain



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afloat for at least five minutes.

6. Using either the collar or wrist tow, carry a victim of equal weight or more a distance of 60 feet, both rescuer and victim fully clothed.

The average swimmer should complete this course in approximately 20 hours, while for non-swimmers the Red Cross plans to provide its regular beginners' course in swimming to qualify them to enter the functional swimming and water safety class.

The nation-wide effort to provide this safety instruction to millions of our young men and women who soon will be serving with the colors and who may be called upon at any

time thereafter to put the knowledge gained in these courses to actual test is a rallying point for all those interested in swimming, water safety and general recreation. It fits admirably into any physical fitness program and it has a valuable objective.

This opportunity should not be muffed, not so much because of the need of demonstrating this usefulness, but because by seeing the program through successfully thousands upon thousands of young men and women about to go out and fight their country's battles will be enabled to return to their homes and loved ones.

The only complete, scientific manual
of unarmed attack and defense

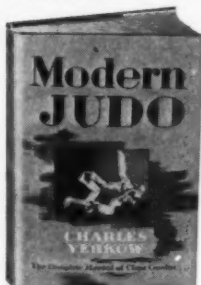
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By Charles Yerkow

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New Books

MODERN JUDO. By Charles Yerkow. Pp. 295. Illustrated — photographs. Harrisburg, Pa.: The Military Service Publishing Co. \$2.

CHARLES YERKOW is a clear-headed fundamentalist. Knowing full well that there are no "tricks" or mysteries in judo, he makes no such extravagant claims for his book.

To the author, judo (jiu jitsu) is a science and, as any other scientific skill, needs nothing more than proper practice for perfection. With this sound, refreshing approach, Mr. Yerkow goes about the business of breaking down the art.

First, he expounds the *mechanics* of judo, such as the proper way of stepping in for a particular throw, the timing of steps to execute a throw, and the proper form necessary to turn around in a certain defense. Then he goes into the *techniques* of judo: How to perform your throws and tricks against an opponent who is trying to perform against you.

In this book, you'll find all the principles of hand-to-hand offensive and defensive combat. It is admirably suited as a text for teaching Rangers, State Defense units and Home Guards, as well as high school physical education classes. The author builds a foundation of sure knowledge that can meet and overcome any attack and defense.

The material is organized in seven sections: Breaking the Falls, Judo Principles and the Art of Throwing, Fundamentals of Mat Fighting, Individually Developed Techniques, Simple Attacks and Nerve Centers, Science of Self-Defense, and Body-Building Exercises.

As you can see, all the principles of hand-to-hand offensive and defensive combat are covered. There is just the right blend of illustrations and text. All in all there are 391 pictures. The text is complete but terse.

INSTRUCTOR'S GUIDE TO FUNCTIONAL SWIMMING AND WATER SAFETY COURSE. Pp. 23. Washington, D. C.: The American Red Cross.

THE Functional Swimming and Water Safety Training Course is a special course composed of selected items from American Red Cross Swimming, Life Saving, and Water Safety courses and textbooks, for the instruction and training of persons of military age in the type of aquatic skills most useful in warfare.

This course is a product of nearly two years of inquiry and experimental work done in cooperation with several branches of the armed service. An outline of it may be found on page 7. This guide is furnished free to qualified Red Cross instructors, as are the two instructor's texts, *Swimming and Diving Courses* and *Life Saving and Water Safety*. Others may secure them for 60c each from their local Red Cross chapter.

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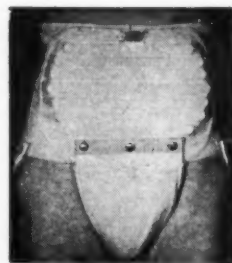
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Tennis Strategy

(Continued from page 20)

game and whether he can beat back a strong net attack.

Sometimes a weakness can be observed in a short backhand cross court that permits an easy advance to the net. Or a weakness may be noticed in his failure to vary the direction of one particular return.

Pre-supposing that the stroking of two players is of equal strength, the driving game—propounded from the baseline, may often be beaten with a consistent chop stroke. While the chop, in turn, may be defeated by an aggressive net attack.

Do not stick to a stroke that is not working. If your drop shot is bouncing too high or falling ineffectively on your side of the net, try other strokes. Do not attempt to iron out the difficulties in an important set.

Be willing and ready to change tactics when it is obvious that your present method is failing. But under no conditions, attempt to change a winning game.

Measure your efforts in accordance to the game score. That is, establish in your mind the importance of winning a game, or group of games, so that your work can be definite and purposeful. To this end, physical condition, court surface and the number of sets to be played, must be given careful consideration.

If you normally tire easily or frequently lose your touch, concentrate on an early victory.

Receiving service

In receiving a service, stand at the corner of the court established by the intersection of the baseline with the inside alley line. Face the net, sustaining the weight on the balls of the feet. Hold your racket in front of your body with the fingers of the left hand at the throat of the racket—right hand encircling the handle with the Eastern forehand grip. By a forward and opening movement of the fingers on the left hand, the racket position is easily changed to the correct Eastern backhand grip.

Practice the ground strokes to establish a sound defense and a well-organized attack. Learn to vary the speed and direction of these strokes, employing pace and accuracy to bolster your offensive. Advance to the net in the path of a deep, forcing drive and endeavor to move in close, making returns from the forecourt as decisively as possible.

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ON PAGE 32 ARE OTHER LISTINGS AND FORM FOR SIGNATURE



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NATIONAL FEDERATION NEWS

Oklahoma: Because of difficulties in travel, the state association conducted a mail vote relative to cancellation of the 1943 annual meeting. By a vote of 255 to 14, the membership decided that no annual meeting should be held and that the term of office for all present officers be prolonged until an annual meeting can be held. The board of control was given authority to plan the basketball tournaments as best they could and to exercise other implied powers during the period of the emergency.

California: In an attempt to solve travel difficulties and reduce the expense of committee meetings, the Executive Committee of the southern section recently transacted the season's business by a telephone conference. Through a special conference service of the telephone company, all members of the committee were connected by phone. The conference was condensed into 15 minutes at a cost of \$5.40. In this way, considerable expense and time were saved.

Pennsylvania is in the eastern tier of states affected by the ruling which prohibits the use of gasoline rationing cards for driving to athletic events. However, the state rationing board has adopted a liberal attitude relative to the use of gasoline by coaches, athletic directors, other school officers, and athletic officials. Such men are definitely listed as being eligible for B cards and are definitely permitted to transport teams to neighboring schools. Secretary Wicht indicates that a reasonable schedule in all the major sports is being maintained by nearly all the schools.

New York: At a recent meeting of the Central Committee, Principal John Archer of Malverne was elected secretary-treasurer of the state association. Other officers include: chairman, Howard Vanderhoef, Hamburg; vice-chairman, Kurt Beyer, Norwich; and M. R. Wegner, director of the state high school athletic protection plan. F. R. Wegner, who served for many years as secretary of the state association, is now a senior lieutenant in naval aviation. Mr. Wegner served as secretary-treasurer of the state association for 12 years.

SCHOLASTIC COACH MASTER COUPON

(See page 31 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

McBRIDE & CO. (32)

☐ Sports Booklist

McGRAW HILL (30)

☐ Sports Booklist

MILITARY SERVICE (30)

☐ Sports Booklist

NATIONAL SPORTS (32)

☐ Catalogs: Bases, Mats, Rings, Training Bags

W. W. NORTON (19)

☐ Exam copy of "How to Prepare for Military Fitness" (Five Days)

PETERSEN & CO. (25)

☐ Catalog on Gym Mats, Football Dummies, Wrestling Mats

PITTSBURGH PLATE GLASS CO. (29)

☐ Information on Calcium Chloride for Dust-Proofing Athletic Fields

RAWLINGS (17)

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SOLVAY SALES (25)

☐ Folder, "For Cleaner, Weedless, Dust-free Play Areas"

U. S. RUBBER (3)

☐ "Physical Fitness" Bulletin How Many for Staff and Student Leaders? (Quantity Limited)

☐ Conservation Poster

VOIT RUBBER CO. (32)

☐ Catalog on Rubber Balls
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ANNOUNCING

NEW AWARDS FOR 1943

SCHOLASTIC TENNIS TOURNAMENTS



THE National Scholastic Tennis Tournament is open to all high schools and junior high schools in the United States. There is no entry fee, nor any red tape attached to entering.

The National Scholastic Tennis Tournament is strictly intramural and is designed to encourage the playing of tennis on the part of the student body as a whole.

Each school has complete control over its own tournaments and may

hold them any time before the end of the term.

A handsome felt emblem, suitably inscribed, will be presented to the winners of both the boy and girl tournament in each school. Free *draw charts* will be furnished to every school holding a tournament.

When applying for entry to the tournament, specify whether there will be a tournament for boys only, girls only, or a boys' and a girls' tournament.

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SCHOLASTIC COACH, 220 East 42nd Street, New York:—Please register my school for

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☐ boys ☐ singles ☐ girls ☐ singles
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School enrollment Send emblems by

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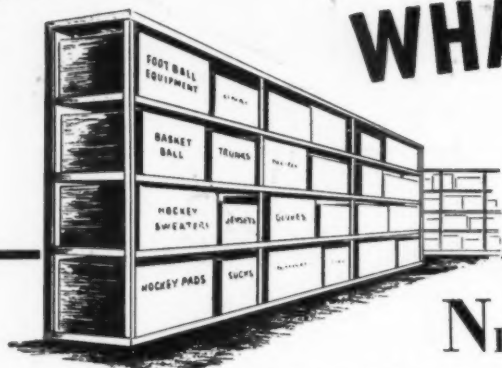
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Our next issue of "The I. S. OBSERVER" will be devoted exclusively to a discussion on the proper methods for the care of your Athletic Equipment. A copy will be sent to you on request.

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